Memory—the Foundation of Intelligence

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What is memory for?

A mind is one of the life support systems of a living organism. Its foundation is memory. What is memory for?

Memory is used for predictive behavior; in short, it is based on the simple Law of Identity and recursion. Memory allows us the ability of comparative analysis, comparing past experience to present circumstance. Memory thus allows the recursive application of past experience. Memory affords us a standard of behavior aimed at survival.

If one is looking to understand themselves, they look to that common feature which they must always use, even to think, memory. Memory has a contemporary name, virtual reality. Thought is then the process of memory recursion for a solution to a current problem.

Memory is the virtualization of reality for the recursive application of judgment in accordance with the function of a life support system called mind.

Intelligence is measured in terms of the ability to recursively apply memory to problem solving. For example, pattern recognition, or what Plato called the ability to see the similar idea in the many examples, or the simile in multis, is fundamental to the recursion of memory.

The idea of memory recursion goes back as far as the Bible; in that work it is called Prophecy.

By biological fact, memory implies the recursion of perception, or again, the standardization of life supporting behavior. Some call this habits, even though their comprehension of habits is severely limited by their intelligence. We do not live for habits, we use habits to live. The simple minded use of habits is often called culture. Habits, like every

behavior we engage in, is for the maintenance and promotion of life. Habits in of themselves are judged good or bad, not in terms of culture, but in terms of a life support system, a biological definition, not a cultural simple minded habit. The cultural demands are more often than not, simply sociopathic effected by dysfunctional minds.

A mind is not designed to maintain culture, but to maintain life. Those who harp on culture as the foundation of a social structure are simple minded. The resistance to learning is because memory implies stress.

Psychology is that science which is devoted to the maintaining the memory of learning and using memory recursion itself for the support of life. Psychology as taught today is the product of the very simple minded.

Language and Grammar are an advanced application for the recursion of memory.

Language and Grammar

Language is Universal and Intelligible. By the ability of pattern recognition, we learn the definition of a thing in the abstract. Early Greeks reduced that pattern to a simple geometric line segment, the simplest possible behavior for the hand to produce. They also recognized that it was a binary. Plato devoted himself to the study and application of binary recursion which he called Dialectic, or 2 together, one can also say, speaking by twos.

These two parts of a thing, stop, go, stop, produces a binary method of recursion not only of the perceptible, but the intelligible as well. For example, we put this same idea as container and the contained, relative constrained by correlatives, noun and verb, point and line, cup of coffee, ad infinitum.

One may notice that a line segment has a beginning, a middle and an end. The beginning and end is produced by a contrast, not a relative difference. The contrast is produced by comparing relative differences,

but is not either of them. This is an intelligible, and produces the concept that correlatives, limits, boundaries, nouns, are not in any wise perceptible. They are produced by the contrast of relative differences.

A mind functions by binary recursion. This intelligible binary is called Language. Language is Universal and Intelligible. Intelligible then means the use of intelligence to formulate products from a universal, a universal one has recognized through pattern recognition. Every thing is some material difference within limits, relatives and correlatives. Memory, by recursion, allows us the recognition of universals. A universal is a recursion of limits, or containers, also called classes. Particulars are members of a class. An example usage, nouns are classes; verbs are members of that class. The very simple minded do not recognize boundaries, limits, as a contrast afforded by two distinct relative differences. Instead they produce mountains of gibberish called theories.

Using our behavior as a method of recursion for the intelligible of Language produces exactly four categories of Grammar; Common Grammar, Arithmetic, Algebra, and Geometry. These are the four possible ways of using binary recursion to move from the intelligible Language to the perceptible systems of grammar. Grammar is Particular and Perceptible. The simple minded do not know the difference between Language and Grammar, between the name of a class and members of that class. Language and Intelligence are both biological givens, neither can be taught, as if one were some kind of mystical god. We can only teach standards of behavior, grammar systems.

Simple minded people do not know the difference between the recursion of a word and the recursion of a mental abstraction. Thus the simple minded are always using names to contradict the actual process of pattern recognition, they do not recognize the pattern, so they are confused in the use of names. The recursion of names is often only parroting, the recursion of intelligibles is intelligence.

Grammar systems are, when intelligently comprehended, for the recursion of memory. Again, when one is simple minded, they believe that grammar systems actually produce memory. And, as the simple minded control our educational systems, they are producing simple minded parrots, or the recursion of stupidity not the recursion of intelligence. Intelligence is the ability to recursively apply the memory of perception which is not gained by sitting in a chair, being forced to take drugs to remain in a chair, and deny the experiences of life to learn how to live. Social education today is pathological.

Memory is the foundation of psychology afforded by recursion over time. We then eventually learn to master time by memory management.

We have suffered generations at the hands of morons in our educational systems, and the decline of intelligence has become very noticeable, so where are the defenders of children today? Are they not the product of our own intelligence? Or can we even use our intelligence to save children due to social sanctions against education, a word which has come to mean exactly the opposite of its definition?

If our educational systems are teaching children how to live, why is the earth dying? Why is the product of human labor being used to sink the world into poverty and weapons of war? Where is anyone with a brain alive enough even to have an intelligent conversation with?

In a world which does not even have a correct grammar book and is wholly ignorant of psychology, is it possible to find anyone with the intelligence to have a constructive conversation with?

An intelligent child will reject, at some point in their education, the very educational systems which are poisoning their mind with gibberish and will set themselves to being self-taught. Their own ability of pattern recognition will entice them to become social dropouts. This garbage dump of social media, governments and corporations, is not living.

The gradual increase of child suicide is the result of a deep recognition that they, as mind, have been slain by their own educational and social systems. They are in despair because they do not know what they are, why they are, or how to perform their biologically defined job of maintaining or promoting even their own life. A social structure which does not know that it is brain dead cannot save children.

Children are our memory, and social sanctions against education means that we have to take a stand against our own social environment in such a manner that we might become productive in reversing the damage done by morons. But we cannot teach what we have never labored to know.

You cannot show your memory without first proving your memory management systems, a simple grammar book. A correct grammar book teaches grammar for what it is, a matrix of grammar systems, Common Grammar, Arithmetic, Algebra and Geometry where geometry teaches the most fundamental behavior of the hand and how it is paired to the remaining logical grammar systems. Currently the mentally dysfunctional call scribbling and the nonsense of non-Euclidean Geometry higher mathematics or art; just like the religious call being dead in heaven, a higher form of life. I might agree, that on many occasions, being fertilizer is the highest form of life most can attain to, but that would be a desperate form of judgment.

In the establishment of a grammar book, it then becomes obvious that the first application of the Law of Identity is with the mind as a life support system of the body, the second application is applied to perception and memory, and grammar systems, for the recursion of those identities.

Social revolution of the intellectual is afforded by a specific manifesto, a correct grammar book.

When it was written, a long time ago, in a book the simple minded call religious, that with stammering lips and another tongue etc., it was telling you that the mystery of the mind is recursion, that judgment is effected by recursion.

Grammar correctly taught focuses on mind as a life support system of the body, i.e., on a biological foundation, as the recursion of experience. What this means is that correct grammar books start with the simplest experience possible using their own hand, geometry. This factual pairing of hand and mind is found in a book called Bible, which is a metaphor for the mind of man.

Self-Realization, the Making of Man, is then measured against the ability to effect the binary recursion of memory in order to maintain and promote life, unless, of course, you are a stupid mystic who claims that it is achieved by not thinking at all.